

# Childminder Report

**Inspection date**

12 July 2016

Previous inspection date

20 September 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

**This provision is good**

- The childminder establishes positive partnerships with parents. Together they support children through a good consistency in their care and learning, for example, they share activity ideas.
- The childminder uses a good system to monitor and track children's progress accurately. The childminder is able to promptly highlight any gaps in progress and support them to close. All children make good progress.
- Good use of the surrounding environments extends children's learning well. For example, they explore and investigate nature at the local pond.
- Children develop good communication and speaking skills. For example, the childminder uses running commentary to role model the correct pronunciation of words.
- There are good opportunities for children to develop skills that support their future learning. For example, they develop simple mathematical abilities as they count.
- Children have secure, trusting relationships with the childminder and engage confidently in learning. Children develop a good level of emotional well-being.

**It is not yet outstanding because:**

- The childminder misses opportunities to extend children's understanding of technology even further.
- The childminder does not always provide the best possible opportunities for children to develop their creativity skills.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- extend the opportunities for children to develop their understanding of technology further
- extend opportunities for children to participate in activities that develop their creativity skills further.

### Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to children and the childminder at convenient times.
- The inspector gathered the views of parents.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is committed to making positive changes and improving her knowledge, such as making good use of her reading and research. She routinely evaluates and reflects upon her practice. She regularly reviews the resources and rotates them, often sharing them with other early years groups and the local resource library. This has a positive impact on children's learning as they remain interested and engaged. The childminder works closely with other early years professionals. She attends meetings with other settings that children attend and shares her learning summaries. This helps children make good progress through a good level of consistency in their care and learning. The childminder has a good understanding of the safeguarding procedures to protect the welfare of children and knows who to contact in the event of a concern. Children learn how to keep themselves safe in potential emergency situations, for example, they participate in regular evacuation drills. Safeguarding is effective.

### Quality of teaching, learning and assessment is good

The childminder successfully builds upon children's spontaneous interests well, to extend their learning. For example, children who show an interest in fire vehicles read books about firefighters and visit the local fire station. The childminder encourages children's understanding of the natural world around them. Children plant sunflower seeds, water them and enjoy watching them grow. The childminder prepares children well for school. She visits the schools that they are due to attend and shares their strengths and next steps in their learning with the teachers.

### Personal development, behaviour and welfare are good

Children develop a good understanding of people's similarities and differences in the wider community. For example, they celebrate cultural events and celebrations. The childminder is a positive role model, and children behave well and are polite. Children develop good physical skills. They visit local parks to negotiate the more challenging equipment to develop their climbing and balancing abilities. Children develop good physical well-being. They show a good understanding of healthy lifestyles and keeping themselves healthy. They follow effective health and hygiene routines and know when they want to rest after a busy morning.

### Outcomes for children are good

Children have good opportunities to develop skills that prepare them well for their next stage of learning. They develop good early reading skills. They use letter blocks to sound out and create words. Children develop good social skills. For example, they participate in activities that require a level of understanding about taking turns and sharing.

## Setting details

<b>Unique reference number</b>	EY281417
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1052579
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 September 2010
<b>Telephone number</b>	

The childminder registered in 2004. She lives in Warlingham, Surrey. The childminder cares for children Monday to Friday, from 7.30am to 6pm, all year round. She holds a relevant level 3 early years qualification.

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